



i-Ready Evaluación Diagnóstica de lectura en español

Measure authentically.
Plan and teach with confidence.



i-Ready Evaluación Diagnóstica de lectura en español

With the introduction of *i-Ready Evaluación Diagnóstica de lectura en español*, educators will gain deep insights into the reading needs of Spanish speakers. This assessment will be available for students in Grades K–6 and features authentically written items and passages written by Spanish speakers. These items were rigorously field tested, providing data that includes grade-level placements with domain-level detail. Additionally, it offers actionable instructional next steps aligned with grade-level expectations, empowering educators to tailor instruction effectively.

Empower Student Growth with Actionable Tools and Data-Driven Guidance

Supporting each student's Spanish reading journey requires more than just assessment—teachers need easy access to tools and clear, evidence-based instructional guidance to make a real impact. *Evaluación Diagnóstica de lectura en español* leverages the same adaptive design as our other *i-Ready* assessments to provide a comprehensive view of students' Spanish reading performance. With user-friendly resources and actionable insights, educators can quickly identify the most effective strategies to support individual student needs. By using data to inform instruction, teachers can make confident, informed decisions that drive student success, building a strong foundation for lifelong reading skills.

Evaluación Diagnóstica de lectura en español can be used:

- As a **benchmark** assessment—It can be administered up to three times per year to measure ongoing reading performance and track progress for students receiving instruction in Spanish. This allows educators to assess how students are advancing in their Spanish reading skills over time and provides valuable insights into areas that may require additional support.
- As a one-time **baseline** assessment—This tool is designed to adapt to determine the reading performance of Spanish-speaking English Learners who are receiving instruction exclusively in English. It is recommended to be administered typically upon enrollment or at the beginning of the school year to identify transferable Spanish-language skills that can support and enhance the acquisition of English literacy.

Use *Evaluación Diagnóstica de lectura en español* in:

- Dual-language programs
- Bilingual programs
- Immersion programs
- Any programs with Grades K–6 students who are reading or learning to read in Spanish

A Culturally Relevant Spanish Assessment

Evaluación Diagnóstica de lectura en español was developed by Spanish speakers who specialize in the assessment of key reading concepts. Our experts understand that learning to read in Spanish is not the same as learning to read in English, and these differences are accounted for in the design of the assessment.



This new assessment measures student reading proficiency with culturally relevant Spanish assessment items that are thoughtfully designed and written by assessment experts from a variety of Spanish-speaking backgrounds. These items reflect the diverse linguistic and cultural backgrounds of Spanish-speaking students, ensuring that the assessment is not only linguistically accurate but also contextually meaningful. This approach helps provide a more authentic and fair evaluation of students' proficiencies, supporting a deeper understanding of their strengths and areas for growth in reading and language skills.

Skills and Knowledge Measured by Evaluación Diagnóstica de lectura en español

This adaptive Spanish reading assessment covers essential reading concepts and skills found in most state standards. Its alignment with classroom instruction ensures all students develop the skills and knowledge needed for reading success.

Students will be assessed in the following domains:

- Phonological Awareness (Grades K–1; Students may test into the domain in Grade 2.)
- Phonics (Grades K–2; Students may test into the domain in Grades 3–6.)
- Vocabulary (Grades K–6)
- Comprehension (Grades K–6)

Students may be asked to:

- Apply phonological awareness skills by segmenting syllables
- Compare and contrast ideas across texts
- Explain relationships among the major and minor characters in a text
- Understand the author's purpose in writing a text
- Use new vocabulary appropriately
- Correctly apply punctuation and spelling conventions
- Gather relevant information from a variety of texts



To assess students in a more dynamic and precise way, Evaluación Diagnóstica de lectura en español incorporates technology-enhanced items that not only engage students but also allow for a more nuanced breakdown of their skills and knowledge.

Those technology-enhanced items include:

- Highlight text items
- Selected response (i.e., multiple choice, multiple response, checklist)
- Drag-and-drop
- Cloze (i.e., fill-in-the-blank)
- Ordered list and choice matrix

Track and Support Students' Progress with Spanish Reading Insights

To effectively support students' progress, understanding their evolving reading needs is essential. With placements and insights aligned to Spanish reading skills, educators can gain a clearer view of each student's progress over time. This targeted approach helps identify where students excel and where they may need additional support, allowing for more personalized instruction. By leveraging data-driven insights, teachers can better address students' specific learning needs, ensuring instruction is always aligned with their current skill level in Spanish reading and helping them advance with confidence.

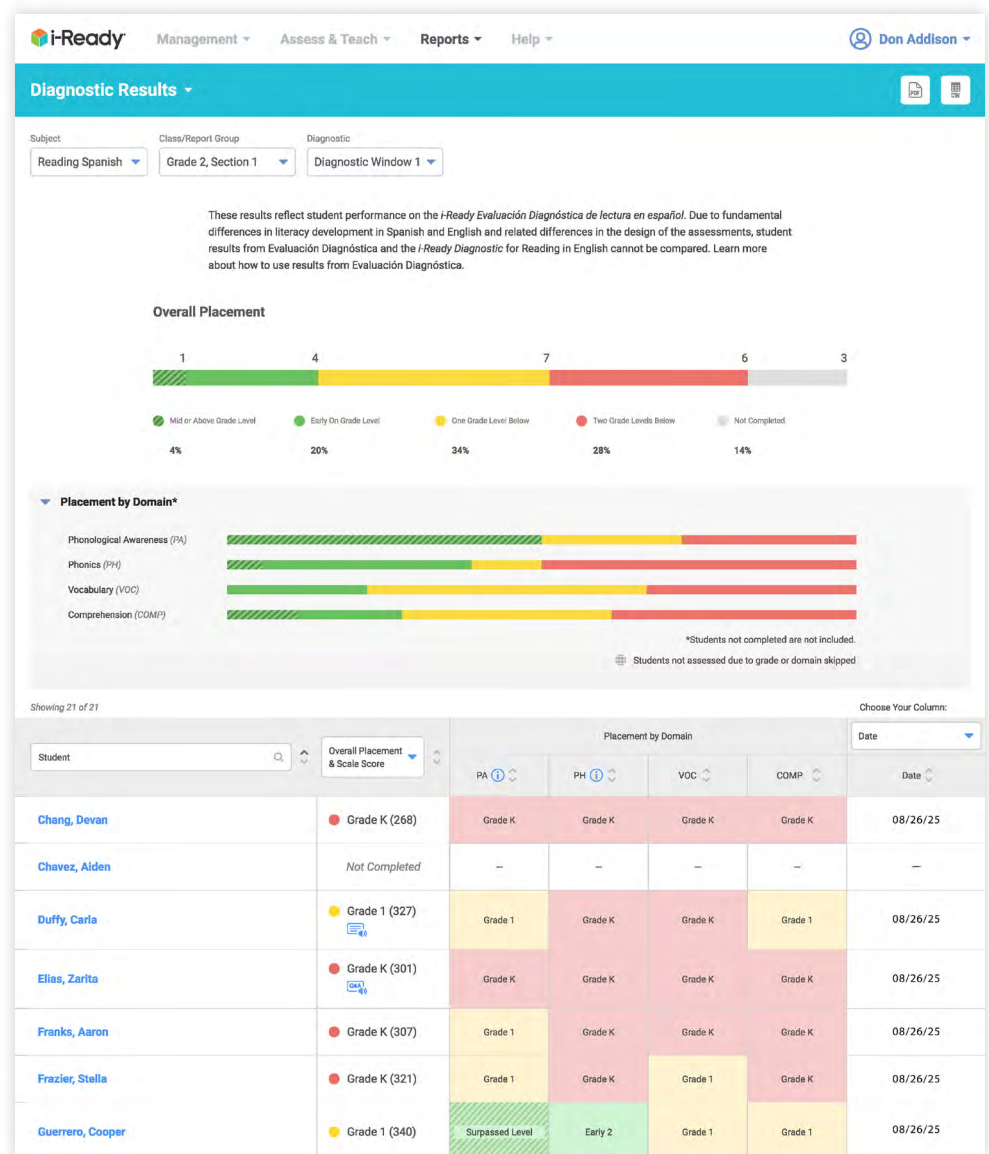
Students receive both overall and domain-level placements, offering meaningful insights that support targeted instruction.

Class Report

- Provides comprehensive picture of instructional needs
- Includes criterion-referenced grade-level placements
- Provides insight into domain-specific instructional needs

For the 2025–2026 school year, available reports will include:

- Diagnostic Status
- Diagnostic Results (Class) and (Student)
- For Families (Spanish) and (English)



Student Report

- Includes criterion-referenced grade-level placements
- Includes placement by domain level for more targeted insights into student performance
- Gives educators information about instructional strengths, areas of need, and Lexile levels

Diagnostic Results

Cooper Guerrero

Grade 2

Subject

Diagnostic

Reading Spanish

Diagnostic Window 1

Diagnostic 1

Mid On Grade Level (392)

On Grade Level (356–447)

447

392

356

200

Diagnostic 1

340

Grade 1

08/26/25

Overall Reading

Grade 1 (340)

Standard Error +/- 12

Domain	Placement	Can Dos & Next Steps
Phonological Awareness*	Surpassed Level	↓
Phonics*	Early 2	↓
Vocabulary	Grade 1	↓
Comprehension	Grade 1	↓

*Foundational Domains

Spanish Lexile® Framework for Reading Measure

Spanish Lexile® Reading Measure:

Spanish Lexile Range

5L

BR95L–55L

Understanding Lexile Reading Measures

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at [Hub.Lexile.com](#).

Phonological Awareness

Surpassed Level

Phonics

Early 2

374

Vocabulary

Grade 1

343

Comprehension

Grade 1

322

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Recursos de instrucción

Nombre _____

Tabla para clasificar

Última	Penúltima

Recursos de instrucción

La sílaba tónica

Quando los estudiantes aprenden a identificar la sílaba tónica y a clasificar las palabras según esa sílaba, obtienen valiosas herramientas para pronunciar y escribir correctamente. Es importante señalar que, sin pronunciación. En ciertos casos, la sílaba tónica de las palabras lleva acento escrito (también llamado tilde) sobre una vocal. Pero todas las palabras, con o sin acento escrito, tienen una sílaba tónica. Además de la práctica oral, es importante que los estudiantes observen ejemplos de palabras escritas.

Paso a paso

30-45 minutos

1 Presentar las sílabas tónicas.

- Repase el concepto de sílaba con los estudiantes. Diga: Voy a decir una palabra: camino. Ahora voy a decirlo separando las sílabas: ca-mi-no. ¿Cuántas sílabas hay en la palabra camino? (tres)
- Explique a los estudiantes que la sílaba tónica es la que lleva la mayor fuerza de pronunciación. Repita la palabra haciendo especial énfasis en la sílaba tónica. Diga: Voy a decir la palabra una vez más: ca-mi-no. Ahora, míe la sílaba tónica de la palabra camino.
- Repita el proceso con las palabras papel, lápiz y sábado, asegurándose de que los estudiantes repitan cada palabra que usted diga en voz alta. Pídales que den una palmada cuando escuchen la sílaba que lleva la mayor fuerza de pronunciación. Explique que la sílaba tónica puede ser la última como en papel, la penúltima como en lápiz o la antepenúltima como en sábado.
- Distribuya el organizador gráfico y haga una tabla de tres columnas en el pizarrón. Escriba los títulos Última, Penúltima, Antepenúltima y añada los ejemplos previos (papel, lápiz, sábado y camino) en la columna correspondiente, subrayando las sílabas tónicas. Pida a los estudiantes que repitan cada palabra después de usted, prestando atención al sonido de su propia voz.

Última	Penúltima	Antepenúltima
papel	lápiz	sábado
papá	camino	plátano
café	papa	pájaro
camión	peces	cáscara
autobús	caballo	círculo
barrij	divulgado	cómodo
jugador	giti	mecánico
atrás	orden	

- Explique a los estudiantes que todas las palabras tienen una sílaba tónica, pero que en algunas esa sílaba lleva un acento escrito. Diga: "Esto es importante porque algunas palabras cambian su significado cuando llevan un acento escrito. Por ejemplo, pa-pa no es lo mismo que pa-pá." Escriba estos ejemplos en la tabla.

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Can Dos and Next Steps are directly linked to Tools for Instruction that can support educators of Spanish reading students efficiently and effectively.

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Conclusion

Curriculum Associates is committed to supporting the needs of all learners, including Spanish-speaking English Learners and students striving for biliteracy in Spanish and English. These students represent a broad spectrum of learning backgrounds, experiences, and communities, and we recognize the linguistic and cultural assets they bring to the classroom. Our priority is providing resources in Spanish to support these students and their educators in achieving academic success.



Discover the Power of Spanish Assessments

CurriculumAssociates.com/Spanish

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